



Clinton Elementary

110 Clinton School Road
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	385 Students	
Principal	Rachel Ray	803-285-5395
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	Excellent
2006	Below Average	At-Risk
2005	Average	Good
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

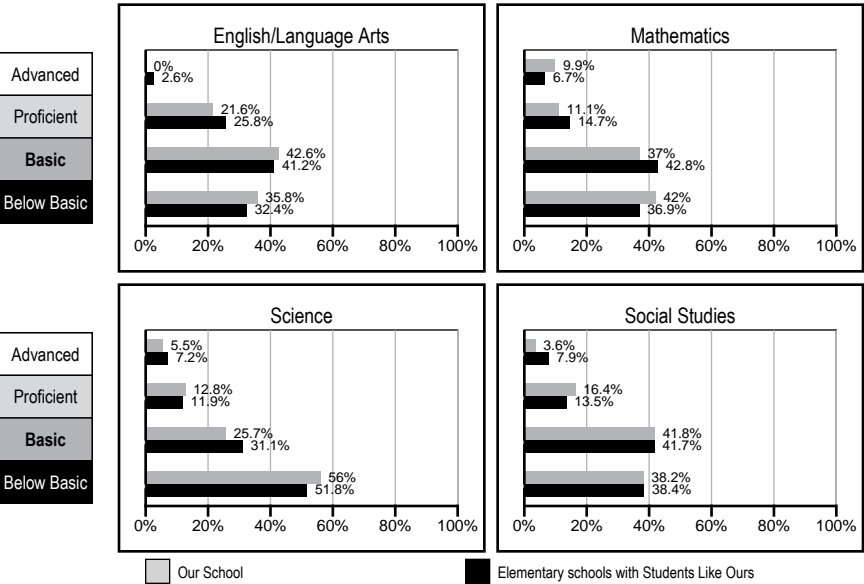
97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	59	47

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=385)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Down from 4.5%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	2.5%	Up from 2.2%	4.1%	10.4%
With disabilities other than speech	18.9%	Up from 18.0%	7.9%	7.5%
Older than usual for grade	0.6%	Down from 3.2%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	47.1%	Down from 54.8%	54.4%	56.7%
Continuing contract teachers	55.9%	Down from 61.3%	70.4%	77.3%
Teachers with emergency or provisional certificates	4.2%	Up from 4.0%	0.0%	0.0%
Teachers returning from previous year	84.6%	Down from 86.3%	83.6%	86.4%
Teacher attendance rate	95.8%	Up from 94.8%	94.9%	94.9%
Average teacher salary	\$43,876	Up 2.0%	\$43,868	\$45,345
Professional development days/teacher	17.7 days	Up from 12.9 days	13.2 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 14.7 to 1	16.8 to 1	18.5 to 1
Prime instructional time	88.3%	Up from 87.8%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,007	Up 4.5%	\$7,843	\$7,052
Percent of expenditures for instruction*	73.0%	Down from 74.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	70.5%	Down from 71.1%	62.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The students, faculty, staff, and parents of Clinton Elementary have experienced a wonderful school year as the school theme, "Racing to Success," was taken to heart. With this theme in mind, the students and faculty exhibited an excitement about learning and sharing knowledge with other students in the school as well as community members. There was an increase in parental involvement and support throughout various academic activities and programs.

As we strive to make tremendous gains in all academic areas, we are proud of the honor and recognition brought to our school by the South Carolina State Department of Education. Clinton received the Palmetto Gold Award for the improved performance of historically underachieving students. The administrative staff and teachers worked diligently throughout the school year to ensure that a comprehensive curriculum which supports the South Carolina State Standards was provided for all students.

In addition to the implementation of research-based instructional strategies, technology was incorporated into the classroom to enhance student learning. Almost every classroom is equipped with a Smartboard, an interactive board that thoroughly engages students in their learning. Along with Smartboards, United Streaming Videos and document cameras assisted teachers in preparing lessons that encouraged critical thinking among all students.

Our school also offers many activities for our students that help to foster student self-confidence, their sense of achievement, and motivation. These activities include honor assemblies, special field trips, displays of student work, art club, musical performances, and school service clubs. Students and staff honor the artistic diversity of the students with state and local celebrations. One of the most popular events is the production of the Black History Month Program which attracted over three hundred members of our school community. At the state level, several students were recognized for their artistic abilities by the Picasso Project.

Due to hard working faculty and staff, enthusiastic learners, and a dedicated community, each year brings us closer to our goal of preparing all students to be successful in an ever-changing and challenging world.

Rachel Ray, Principal
Mack Jones, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	47	45
Percent satisfied with learning environment	88.0%	89.1%	90.9%
Percent satisfied with social and physical environment	100.0%	91.5%	84.1%
Percent satisfied with school-home relations	53.8%	85.1%	83.7%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	5.7%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	193	100	35.6	42.3	21.5	0.6	33.1	44.8	48.2	No	Yes
Gender											
Male	106	100	48.9	30	20	1.1	31.1	38	41.7	N/A	N/A
Female	87	100	19.2	57.5	23.3	0	35.6	52.2	55	N/A	N/A
Racial/Ethnic Group											
White	55	100	48.8	25.6	25.6	0	32.6	51.1	60	No	Yes
African American	132	100	29.8	50	19.3	0.9	33.3	30.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	61	100	82.7	13.5	1.9	1.9	11.5	14.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	158	100	39.6	41.8	18.7	0	30.6	32.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	193	100	41.7	36.8	11.7	9.8	32.5	48.7	45.8	No	Yes
Gender											
Male	106	100	46.7	31.1	11.1	11.1	32.2	47.7	45.6	N/A	N/A
Female	87	100	35.6	43.8	12.3	8.2	32.9	49.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	55	100	41.9	30.2	7	20.9	34.9	57.1	59	No	Yes
African American	132	100	42.1	39.5	14	4.4	31.6	29.6	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	49.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
Disability Status											
Disabled	61	100	78.8	17.3	1.9	1.9	5.8	18.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	158	100	45.5	35.1	11.2	8.2	29.9	35.5	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	130	100	55.5	25.5	12.7	6.4	19.1	31.8	35.7	96	95.9
Gender											
Male	73	100	54.8	29	8.1	8.1	16.1	33.1	37.4	96.1	95.7
Female	57	100	56.3	20.8	18.8	4.2	22.9	30.3	33.8	95.9	96.1
Racial/Ethnic Group											
White	42	100	43.8	25	15.6	15.6	31.3	39	49.2	95.3	95.8
African American	84	100	60.8	25.7	10.8	2.7	13.5	15.7	17	96.3	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	98.9	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	94.8	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.8
Disability Status											
Disabled	43	100	81.1	13.5	2.7	2.7	5.4	9.1	14	95.1	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	27.5	24.4	95.4	95.9
Socio-Economic Status											
Subsided meals	105	100	61.8	27	7.9	3.4	11.2	19.6	21.1	95.7	95.2

Social Studies

All Students	130	100	38.2	41.8	16.4	3.6	20	27.2	34	96	95.9
Gender											
Male	74	100	43.5	33.9	19.4	3.2	22.6	30.1	36.6	96.1	95.7
Female	56	100	31.3	52.1	12.5	4.2	16.7	24.1	31.3	95.9	96.1
Racial/Ethnic Group											
White	34	100	32.1	35.7	21.4	10.7	32.1	32.2	44.5	95.3	95.8
African American	92	100	41	43.6	14.1	1.3	15.4	16	19.1	96.3	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	98.9	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	94.8	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.8
Disability Status											
Disabled	41	100	67.6	29.4	2.9	0	2.9	10.2	14.4	95.1	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	24.7	27.3	95.4	95.9
Socio-Economic Status											
Subsided meals	109	100	40.9	39.8	16.1	3.2	19.4	17.3	21	95.7	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	70	100	28.1	42.2	26.6	3.1	29.7
	4	55	100	32.7	42.9	24.5	0	24.5
	5	48	100	38.6	40.9	20.5	0	20.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	38.5	40.4	21.2	0	21.2
	4	68	100	37.9	31	29.3	1.7	31
	5	62	100	30.2	56.6	13.2	0	13.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	70	100	39.1	40.6	15.6	4.7	20.3
	4	55	100	34.7	20.4	14.3	30.6	44.9
	5	48	100	34.1	36.4	20.5	9.1	29.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	61.5	34.6	3.8	0	3.8
	4	68	100	27.6	36.2	15.5	20.7	36.2
	5	62	100	37.7	39.6	15.1	7.5	22.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	34	100	37.9	44.8	6.9	10.3	17.2
	4	55	100	49	28.6	14.3	8.2	22.4
	5	23	100	63.6	27.3	4.5	4.5	9.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	76.9	15.4	7.7	0	7.7
	4	68	100	44.8	31	15.5	8.6	24.1
	5	30	100	57.7	23.1	11.5	7.7	19.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	38	100	15.2	69.7	15.2	0	15.2
	4	55	100	36.7	44.9	14.3	4.1	18.4
	5	25	100	22.7	45.5	18.2	13.6	31.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	46.2	46.2	7.7	0	7.7
	4	67	100	35.1	38.6	19.3	7	26.3
	5	32	100	37	44.4	18.5	0	18.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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